

Dargavel Primary School - Relationships Policy Position Paper



Growing our community. Achieving our potential. Shaping our future.



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Purpose

The purpose of this position paper is to provide further background on our relationships policy to all stakeholders (staff, pupils, families and partners). This policy will share our restorative and nurturing relationships approach to behaviour management.

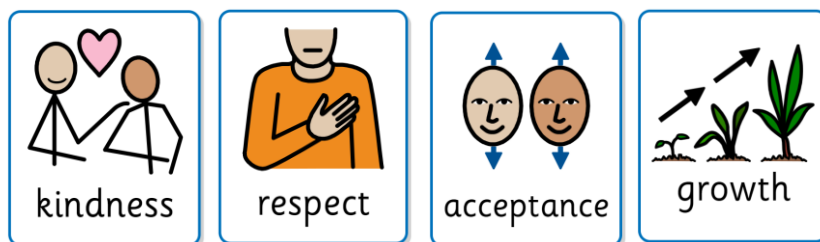
Through consistent practice of our policy, we will allow all pupils to be part of a calm and safe learning environment where they are supported emotionally and in turn, educationally.

Our policy lays out a set of shared expectations between the adults in our school and our pupils. All adults will provide a clear, consistent and calm approach to promoting positive behaviour. Our main goal is to embed a nurturing, empathetic and respectful ethos. This is achieved through the development of positive and supportive relationships.

Aims

- To provide a clear, fair, and consistent approach to managing behaviour, based upon the nurturing principles.
- To ensure flexibility in supporting behaviours that may be the result of Adverse Childhood Experiences and/or additional support needs.
- To ensure our school values (Respect, Kindness, Acceptance, Growth) underpin our ethos and approaches that are permeated throughout our positive relationships policy.
- To create an inclusive environment where all learning opportunities are maximised.
- To recognise the skills and expertise of staff to support in de-escalation, co-regulation and resilience.
- To equip pupils with emotional literacy where they can explore and self-regulate their emotions and build / maintain positive relationships.

Dargavel Values



At Dargavel, we want all of our pupils to grow and become the best they can be. We aim to develop the whole child along with their awareness of the world around them. This is demonstrated through our school values. We reinforce our values through ongoing recognition. This is evident through house tokens, Pupil of the Week and positive reinforcement strategies.

We celebrate those who go above and beyond to show our values. This is highlighted through our Pupil of the Month. Here, pupils are selected for going beyond the expectations of showing our values, and particularly, the focus value for that month.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to excellent behaviour.' (Paul Dix)

Positive Strategies

The following strategies are delivered with consistency across all stages. The aim is to ensure that positive recognition goes to positive conduct and that our pupils feel they are part of a safe space with clear expectations and boundaries. Here, they will feel valued within our community and in turn, are motivated to always try their best.

All adults in our school will recognise pupils going above and beyond to show our values. They will be recognised in the following ways:

- **House Tokens:** All staff can recognise pupils to receive house tokens. Tokens are collected and counted weekly. Each week, the winning house receives an extra break. The house with the highest number of tokens across the year will earn a House Trip.
- **Recognition Board:** All classes will display a recognition board. Together, a meaningful focus for recognition will be agreed within each class. All children have the opportunity to be recognised by adults and peers and have their name placed on the board. Each class can decide on a shared celebration when all names are on the board.
'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.' (Paul Dix)
- **Positive correspondence home:** Members of the leadership team or class teachers contact parents via Seesaw or telephone to share success of pupils. Children may also receive a Positive Recognition slip home with details of any positive recognition. Staff are issued with a limited number of these slips at the beginning of each school session to encourage 'over and above' behaviour.
- **Pupil of the Week / Month:** Each week, pupils are recognised by their class teacher for showing our values. With a focus value in place for each month, teachers will nominate children who have gone

above and beyond with this value and recognise them as Pupil of the Month. All children receive a certificate during weekly assemblies.

- Dargavel Delights: All children recognised as Pupil of the Month are invited for a treat with our Senior Leadership Team to celebrate going above and beyond in showing our values.
- Awesome Achievers: Families can share achievements from outside school. These can be shared with class teachers and are shared on our 'Awesome Achievers' wall in school.
- Playground/MUGA Awards: Staff in the playground select someone from each stage for a Playground or MUGA Award with reasons explained on the certificate. These certificates are presented during weekly assemblies and children in receipt of them receive an extra break in during the following week.

Policy Overviews and Plans

Relationships Policy Overview (See Appendix 1): This concise document will be visible in class and around our school. This will promote consistent use from all staff and raise awareness amongst pupils.

Dargavel Language Overview (See Appendix 2): This A4 document details the nurturing language scripts utilised by all staff across our school. All staff will also wear these scripts on lanyards for consistent use in class and across the school. These scripts are used as part of our Classroom and Playground Plans. The purposes of these scripts can be found below:

- 30-Second Script: This script applies for low-level behaviour apparent within Step 3 of our Classroom Plan. This is when behaviours are not reflective of our values, but a verbal prompt is all that is required. All staff will deliver this script with a neutral tone in a way designed to prevent escalation. Once the script has been delivered, the pupil will owe two minutes to whoever delivered this script during the break / lunch following thereafter.
- Nurturing Scripts: Nurturing scripts may be utilised at Step 3 of the Classroom Plan where a child is upset, distressed or for any repeated incidents where the 30-Second Script has been ineffective. The purpose of each nurturing script is listed below:
 - *Language Patterns*: This offers a partial agreement and can defuse a situation quickly. The incident can then be followed up later if required.
 - *Connecting & Defusing*: This is an opportunity for the child to feel included and share responsibility. This provides a sense of agency and control whilst being issued with minimal options and reasoning from the adult.
 - *Running Commentaries*: This provides opportunities to develop emotional literacy with the child where they can make sense of the world around them. This is where the adult describes what they see with regards to the child's emotions. Here, they can then develop in awareness and connect their feelings.
 - *Language of Belonging*: For all children, and particularly those who have experienced trauma or challenges with attachment and relationships, a sense of belonging is very powerful. This script embeds an ethos of all children feeling safe and welcome within our school community.

Pupil Reflection Sheet (See Appendix 3): This will be used to support children in identifying any emotional triggers as well as co-create a support plan. These will be formally recorded as part of Step 3b on the Classroom Plan. The format of the dialogue will remain the same for Step 3a of the Classroom Plan, however, this will not be formally recorded, but rather, it will be carried out verbally.

Classroom and Playground Plans (See Appendices 4 & 5): These plans deliver a sequence of steps which are focused on small but certain consequences and a restorative, not punitive ending. All adults will use these plans to ensure consistency and reinforce the safe ethos for our pupils. The plans follow similar steps but are

amended to suit the classroom / playground environment to ensure they are always meaningful and appropriate.

Values in Action Slip (See Appendix 6): When a child receives three 2-minutes within a week, they are issued with a Values in Action Slip. This is completed alongside the staff issuing the slip with a reflection on the value(s) not shown, what happened and how this will be repaired. These slips are sent home and parents/carers are asked to sign and return them the following day. When there has been a more serious incident (e.g. a child intentionally hurting someone or using offensive language) a slip will be issued regardless of the number of 2 minutes given in the week. When more than three slips are issued in a term, this triggers a meeting between parents/carers, the child and the class teacher. If another three are issued, this triggers a meeting with parents/carers, the child and SLT.

Personalised Relationship Plans (See Appendix 7): Where a child is not able to access the plans as mentioned above (this may be due to behaviour being an additional need), they may receive more targeted support through a Personalised Relationship Plan. These will be co-created between the child and the link Depute. These plans will be shared with all adults working with this child. Plans will also be shared with families to ensure consistency between home and school.

Restorative Approaches

'Punishment doesn't teach better behaviour, restorative conversations do.' (Paul Dix)

All staff within our school play an active role in promoting positive relationships. All staff are equipped with these skills through ongoing training, collegiate working and dialogue. Any behavioural incidents are dealt with there and then, whether that be in the classroom or playground. Teachers will primarily deal with any incidents within the classroom. However, to minimise any disruption to teaching and learning time, the leadership team may become involved in a variety of ways. Where necessary, parents may be contacted. However, if it is felt that the matter has been resolved effectively, this may not always be required.

Restorative Conversations:

'The positive relationships you form with pupils depends on a restorative approach being your default mode.'
(Paul Dix)

In Dargavel, we carry out restorative conversations with an aim towards supporting pupils in their understanding of how their behaviours impact others. We model appropriate behaviours and teach what this looks like. This in turn equips pupils with a toolkit where they can avoid a similar incident occurring in the future.

Restorative Questions (Detailed on Appendix 1): These questions develop the child socially and emotionally. Staff are equipped to use these questions and determine how to use them most appropriately in terms of age and stage.

Consequences

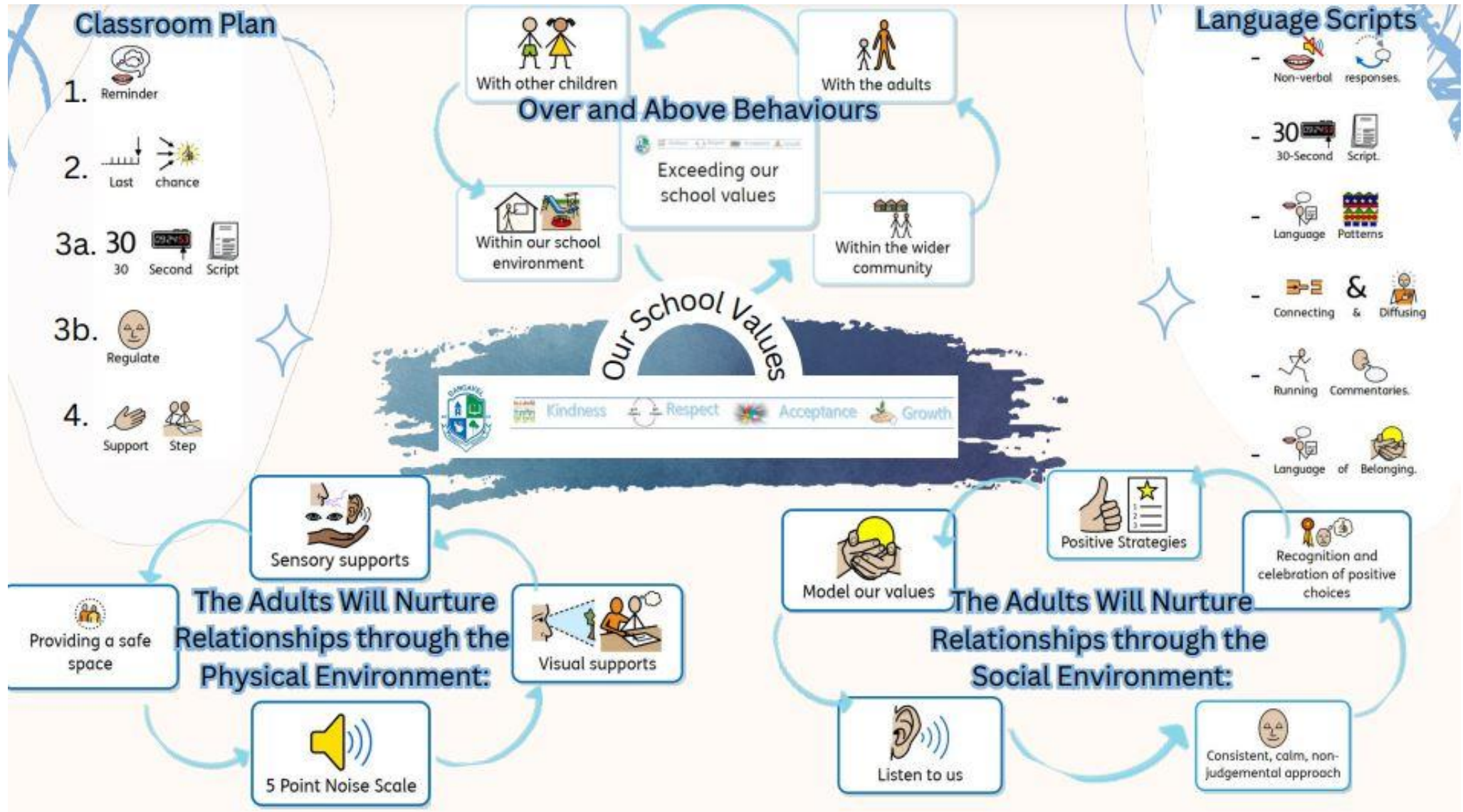
'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'
(Paul Dix)

At Dargavel, we encourage positive behaviour which reflects our schools values. The use of positive reinforcement to develop positive relationships will always be our default approach.

In any instances where a child is not responding to these strategies, there needs to be clear and consistent consequences. These consequences have been determined through consultation with staff who know our pupils well and the children themselves. This ensures that they are meaningful and understood. These consequences are never shameful or excluding wherever possible:

- 2 minutes owed: This is a reflective time where a child discusses their actions privately with their class teacher / adult identifying prompting this consequence. The purpose is for the adult to remind the child of our values and the impact of their behaviours on others. It is to encourage positive behaviours in the future.
- Values in Action Slip: As above, when a child receives three 2-minutes within a week, they are issued with a Values in Action Slip. This is completed alongside the staff issuing the slip with a reflection on the value(s) not shown, what happened and how this will be repaired. These slips are sent home, and parents/carers are asked to sign and return them the following day. When there has been a more serious incident (e.g. a child intentionally hurting someone or using offensive language) a slip will be issued regardless of the number of 2 minutes given in the week. When more than three slips are issued in a term, this triggers a meeting between parents/carers, the child and the class teacher. If another three are issued, this triggers a meeting with parents/carers, the child and SLT.

Appendix 1 (Policy Overview)



LANGUAGE OF DARGAVEL

30-SECOND SCRIPT

- I noticed you are...'
- 'You are not showing our value(s) of...'
- 'You have chosen to...'
- 'Do you remember when you...'
- 'That is who I need to see today. Thank you'

LANGUAGE PATTERNS

- When, then:**
'When you sit down, then I can speak to you.'
- Maybe and:**
'Maybe you are upset and when you sit down, I can speak to you.'
- If, then:**
'If you are stuck, then put your hand up.'

NON-VERBAL RESPONSES

- Proximity:** Stand next to the pupil / use strategic seating plan.
- Waiting:** Stop talking, stand quietly and wait until all pupils are doing what they should be.
- Removing Distractions:** remove item of distraction and return and return it when pupil is back on task.

RESTORATIVE QUESTIONS

What happened? What were you feeling/thinking at the time?
How did this make other people feel? Who has been affected and how?
What should we do to put things right? If this happened again, how could you do things differently?

CONNECTING & DIFFUSING

- Offer Choice:** Instead of 'its time for you to read your book', try 'Which book would you like to read.'
- Limit use of non-negotiable words:** 'Is it alright with you if', 'How do you feel about...'
- Share Responsibility:** 'us', 'we', 'let's', 'together' 'you'



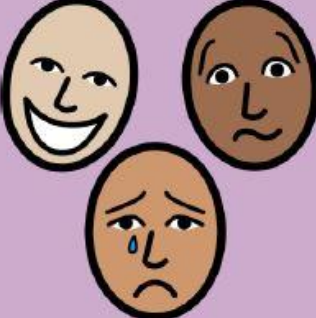

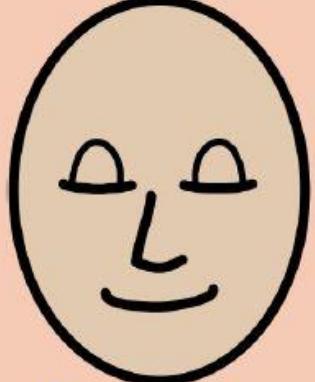
RUNNING COMMENTARIES

- Describe and say what you see (with regards to a child's emotions):**
'I noticed that you were using your hands.'
'I noticed that you were needing more toilet breaks than usual.'
'I noticed you using the wrong choice of words.'

LANGUAGE OF BELONGING

- You are a valued member of our Dargavel community.'
- 'You are a Dargavel boy / girl.'
- 'You belong and are an important member of our classroom.'
- 'I'll be thinking about you and keeping you in mind.'

Pupil Reflection: _____

 <p>Triggers</p>	 <p>Body Sensation</p>	 <p>Emotion Words</p>	 <p>Behaviour</p>	 <p>Regulation</p>

CLASSROOM PLAN

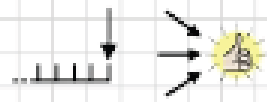


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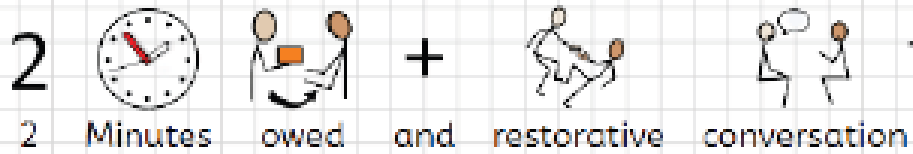
Reminder

2



Last chance

3



2 Minutes owed and restorative conversation

4



Our Values in Action slip

Repeated and serious incidents

Restorative teacher and parent meeting 1

Restorative SLT meeting 2

Personal Relationships Plan 3

NEXT STEPS

CLASSROOM PLAN CONSEQUENCES

VERBAL REMINDER

Verbal reminder of values following an explanation of expectations.

LAST CHANCE

Second reminder of values and prompt of next step if these values are not shown.

TWO MINUTES OWED

2 minutes owed where a restorative conversation will take place. This will involve the restorative questions and the 30 Second Script with an agreed support step/consequence.

VALUES IN ACTION

For repeated 2 minutes owed (3 entries on Reinforcement Record in one week) or more serious incidents, a 'Values in Action' slip will be sent home. This should be signed by a parent and returned to the teacher the next day.

NEXT STEPS

If there are 3 Values in Action slips issued within a term, a restorative meeting will be arranged with the child, their parents and class teacher. If necessary, a further meeting will take place with SLT, the child and their parent. If required, a Personal Relationships Plan will be created by the teacher and DHT.



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kindness



respect



acceptance



growth

Values in Action

Date: _____

Teacher: _____

Please have a parent/carer sign and return to teacher as soon as possible.

The value I did not show was _____ because I

I will repair this by _____

Child's Signature: _____

Parent's Signature: _____

OFFICIAL SENSITIVE



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[CHILD'S NAME] Relationship Plan

Child's Input:

The Big Asks:

My Strengths:

Key People (who
Support me)

Agreed Supports (Between child and adults):

Classroom Plan:

Language Scripts:

I Respond Well to: